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in support of the new movement; for the proposed system is partly in operation in Lyon and other cities. In the author's outline for popular secondary education Comte is roughly followed, and according to this philosopher there are three periods in positive education. The first is purely physical and under the mother's direction. The second, between the ages of seven and fourteen, is æsthetic; the study of the arts and languages. The third is scientific, conforming closely to the "hierarchy of the seven fundamental sciences." These sciences are arranged in a logical series; mathematics, astronomy, physics, chemistry, biology, sociology, and morals. The study of the classics brings in a bifurcation, fatal to an utilitarian and unified instruction. The introduction of co-education marks probably the greatest innovation in the proposed new system.

This secondary instruction in the sciences would be given in two schools; the first or institutes, would be evening schools, and the course would last seven years. The second, the colleges, would differ from the first only in that the students devote full time to study and finish in four years. Chapter three gives the details of the author's unique plans for these schools.

F. D. SHERMAN.

*Introduction to Herbartian Principles of Teaching*, by CATHARINE I. DODD, of Day Training Department, The Owens College, Manchester, 1898. London: Swan, Sonnenschein & Co.; New York: The Macmillan Company. pp. 198.

The author of this work has fittingly prefaced it with an introductory notice by Dr. W. Rein, of Jena. She has undertaken the task of transplanting the methods and principles of Herbartian pedagogy into the elementary schools of England. A summary of the general principles of education, and the Herbartian doctrine of interest and instruction furnish the English readers with the fundamental conceptions of education as seen in the writings of Herbart and his followers. A good description is given of the course of instruction followed in the culture-epoch schools of Germany. The most interesting feature of this work is the attempt to adopt these culture-epochs to the needs of children of the English race. The legends and history of Germany are changed for those of England. Miss Dodd closes this interesting work with a brief history of the rise and development of the Herbartian movement in Germany.

*The Nature and Development of Animal Intelligence*, by WESLEY MILLS, M. A., M. D., D. V. S., F. R. S. C. Macmillan, N. Y., 1898. pp. 307.

At last we have these very careful and objective studies that have appeared in a fragmentary way in many forms and places, put together into a more or less systematic whole. Part I is occupied with describing animal intelligence and comparative psychology; Part II deals with squirrels, with special reference to feigning, and to hibernation. Part III treats the psychic development of young animals and its physical conditions, brain growth and its relation to psychic development; and part IV represents various discussions. The work is of great acumen, and a very valuable addition to the literature of the subject, but is handicapped by a title too large for it. The author's strong point is fidelity and patience of observation and description rather than generalization or discussion. The book is so diversified that it needs the admirable index which it has.

*Die Masturbation*, von Dr. H. ROHLEDER. Berlin, 1898. pp. 319.

This "monograph for physicians and pedagogues" is written in conformity to the motto that the "diseases of society can be no more

cured than can those of the body without speaking of them openly and freely." The work is elaborate and systematic, discussing literature, definitions, history, forms, diffusion, onanism among animals, etc. The causes are divided as those lying in the body, as laziness, moral weakness, over liveliness, precocity, bodily defect, etc.; and those out of the body like education at home and in school, faulty dress, food, abnormal fear, unwholesome occupation. The results are specified for nerves, senses, digestion, muscles, respiration, cerebellum, etc., and therapeutics occupy most of the last hundred pages.

*Ueber die Sexuellen Ursachen der Neurasthenie u. Angstneurose*, von DR. FELIX GATTEL. Berlin, 1898. pp. 68.

The author, a nerve specialist in Berlin, has evidently been profoundly influenced by Kraus, Hecker, and Brener, and Freud's recent brilliant studies on hysteria, and depends on the basis of 100 sexual cases in the clinique of Krafft-Ebing. The general thesis is that the neurosis of onanism always occurs where there is a restraint of the sexual desire, and full neurasthenia can arise only as a result of masturbation.

*Arbeit und Rhythmus*, by M. K. BÜCHER. Allg. Phil. Hist. Classe Sächs Ges. der Wiss., Bd. 17, No. 5. Leipzig, 1896.

This important and fascinating monograph shows by many illustrations how half civilized people are prone to work rhythmically and even in concert and to sing. Work is thus argued to be the cause of song and poesy, dance and the drama. This conclusion is illustrated by hypothetical stages of development of lyric and epic poetry. Rhythm is potent as a means of unifying work and creating voluntary communities of laborers. Machinery has weakened and in many cases threatens the decay of the rhythmic impulse. If it goes, the superstructure of music will also be endangered.

*W. V. Her Book and Various Verses*, by WILLIAM CANTON. Stone and Kimball, N. Y., 1898. pp. 146.

This very tasteful little book is made up of prose records of very cute doings, and especially sayings of the heroine, *V. G.* The bushes have their hands full of flowers; the buds are the trees' little girls; Jesus is cleverer than we are; did the church people put Jesus on a cross? her new words, fussle, sorefully, fickly, etc., are stated in prose, and the author then lapses into brief versicles describing the incidents poetically.

*A Study of a Child*, by LOUISE E. HOGAN. Harper's, N. Y., 1898. pp. 220.

This attractively printed and bound book is illustrated by over 500 drawings by the child. There are eight chapters, the first representing the first year of Harold's life, and so on to the eighth. Following the chronological order the author finds it unnecessary to observe any other, and there is no index to aid the reader. The first year notes are particularly fragmentary, and are only seven pages. Many of the notes are interesting and suggestive, and many are very inane. There are almost no attempts to draw conclusions of any sort, but only objective accounts of specific things the child did and said.

*The Development of the Child*, by NATHAN OPPENHEIM. Macmillan Co., N. Y., 1898. pp. 296.

The author is the attending physician to the children's department of Mt. Sinai Hospital Dispensary in New York city, whose supplementary culture enables him to discuss in an interesting way the